

## Role of the Christian School in Health Education

The primary responsibility for educating children belongs to parents. But in the Christian community parents do not have that responsibility alone—church and school also participate in the task of education. The church nurtures the faith of its young members, leading them to understand the implications of faith for their lives. The Christian school teaches children and young people about God's world, equipping them for lives of service. Deriving its authority to educate from the parents who send their children to the school, the Christian school supports and augments instruction provided in the home by teaching all curriculum subjects from a biblical perspective.

One curriculum subject is properly health education. Historically this subject has had low priority in curriculum planning; however, among educators today there is a growing awareness of the importance of health education in a balanced curriculum. Educators are recognizing that in order to promote the well-rounded development of children, the school must give sufficient attention to the healthful living of children as individuals and as members of families and communities. A sequential and comprehensive health education curriculum, such as the *Horizons Health* series, provides the Christian school with the opportunity to deal with basic life issues from a Christian perspective in a consistent way.

The serious health problems facing the contemporary world — the threat of HIV/AIDS, the widespread use of recreational drugs, the prevalence of teenage pregnancy, the easy access to abortion—underscore the need for a sound, Christian program of health education. More than ever before students need current, accurate information and clear direction on healthful living. Today's health crises dramatically highlight the obligation of home, church, and school to work together to bring the lordship of Christ to bear on the health education of the community's children.

## General Christian Perspective

A Christian perspective on health education begins with the Bible's account of who we are and why we are here. The Bible tells us that we have been created by God in his image. We have been created male and female. We have been created to live in harmony with God, with each other, and with the rest of creation. And we have been assigned the task of caring for God's world.

The Bible has more to tell us. It tells us that because of sin our relationship with God is broken; because of sin we no longer clearly reflect God's image. We live at odds with God and with one another. We don't take care of the created world the way God intended. Even

when we try our hardest, we often end up doing the evil we don't want to do (Romans 7:19). And physical death is inevitable.

But that's not the end of our story. In Christ, God has broken the cycle of sin and death. In Christ, God is making us whole. In Christ, God is restoring our relationship to him and to one another. In Christ, we are able to experience the beginning of new life—eternal life—and the hope of a new heaven and earth. We look forward to complete renewal and restoration.

It is this story of redemption history that provides the underlying perspective on health education in the Christian school. When we talk about family life, sexuality, physical fitness, death and dying, and other health topics, it is always in the context of this story.

## Christian Perspective and Health Education

Christians believe that God created each human being as an organic unity. The Genesis 2 account of creation says that the Lord God formed man from the dust, breathed into him the breath of life, "and the man became a living being" (verse 7). The Bible does refer to various aspects of the person—such as the mind, flesh, soul, spirit, or heart—but the stress is on the unity of the whole being. The various aspects of a person—the intellectual, emotional, social, spiritual, and physical—are interdependent. In the New Testament the apostle Paul, writing to Corinthian Christians, supports this point of view. Some Corinthians, influenced by their pagan culture, apparently believed that gluttony, drunkenness, or promiscuous sexual activity did not affect their "spiritual" life. Paul counters by strongly denouncing this attitude (1 Corinthians 6: 12-19).

What is the significance of this Christian view of the person for education? It means that health education cannot be treated as incidental to the curriculum. Rather, it must be an integral part of the curriculum at every level. Physical fitness, nutrition, personal health, emotional health, the functioning of body systems—all strands of the health curriculum—affect the whole child. We must recognize that since healthy living affects us in our totality, health education plays a solid role in developing children and equipping them to serve God in the world.



God has given human beings the task of caring for creation. This task includes being caretakers of ourselves. The *Horizons Health* series helps students fulfill their God-given responsibility in several ways. It teaches them about proper personal and dietary health and encourages them to make good choices in these areas. For example, students learn about the different nutritional value in various foods, how family backgrounds and lifestyles influence eating patterns, and the importance of cleanliness in handling and con-

suming foods. The series also teaches students about personal safety, helping them to handle emergencies and to take precautions to avoid injury and harm. Another strand of *Horizons Health* deals with body systems, and students come to understand how they are “fearfully and wonderfully made.” Still another strand deals with disease. In this area students learn, for example, about the defenses which God has provided for our bodies, and how each person can help prevent the spread of disease. The strand of emotional and mental health leads students to develop an honest and healthy self-image concept and to deal with feelings in wholesome ways. Finally, a curriculum strand dealing with substance use and abuse acquaints students with the risks associated with tobacco, alcohol, and drugs.

The Christian view of a person’s responsibility to care for himself or herself in order to honor God runs counter to the prevailing view in North American culture. Our culture says that what we do with our body is an individual matter. Sports and fitness are often used for self-glorification, elevating the body to a higher status than it warrants. At the same time, abuse of the body through addiction, inattention to nutrition, or lack of exercise is also common. In a culture such as this, spelling out how we honor God with healthful living and nurturing Christian attitudes toward ourselves and others are crucial for the Christian community.



The Christian’s view of death and dying also differs from the view prevalent in society. Christians recognize disease and death as part of sin’s effects on creation. Physical death is inevitable, but for those who have new life in Christ, death is not the last word. However, even though Christ has removed death’s ultimate sting, death is still the Christian’s enemy (1 Corinthians 15: 26, 55).

One strand of the *Horizons Health* series helps students view death and dying from this Christian perspective. In ways appropriate to the developmental levels of the students, the curriculum deals honestly with topics such as fear of death, inevitability of death, and ways Christians cope with death and dying.



Christians are called to reflect God’s love in all their relationships. The social health strand of the health curriculum assists students to develop mature Christian attitudes towards others. They also learn interpersonal skills necessary for getting along with others. Thus students are lead to become contributing members of their communities. To answer our deepest needs, God created us to live in relationship with others.

Christians believe that marriage and family are part of a loving God's design for the human race. God, reflecting on his creation, decided that it was not good for Adam to be alone: "I will make a suitable helper for him" (Genesis 2:18). So God established marriage — and by extension, the family — as a cornerstone of creation. As part of God's creation, marriage was very good. The Bible has such a high view of marriage that it uses marriage as a symbol of the relationship of Christ and the Church.

But marriage and family have not escaped the effects of sin. Sin's results are loneliness, alienation, the breaking of family relationships, and the collapse of marriages. In North American society, these effects of sin are also clearly evident. In fact, for some, marriage and the family simply seem outdated institutions that are no longer useful. And pursuing a course of self-fulfillment is held up by many as the highest goal of life.

Christians believe that in Jesus Christ there is healing for brokenness and power to restore family relationships. He calls us to a life of service and responsibility in the family. And although our efforts are imperfect and our homes are not free of trouble, by God's grace family life can be a source of comfort and joy.

The family life strand of the *Horizons Health* series leads students to appreciate the blessings of family life and to assume responsibilities of family membership. Working through family topics—such as resolving conflicts, the importance of basing family life on God's law, knowing how sexuality affects life, and caring for sexuality in a way pleasing to God—helps students to establish basic Christian life patterns, patterns that will have a far-reaching effect on their lives.



In summary, the *Horizons Health* curriculum seeks to teach Christian students how the lordship of Christ results in healthful living. For only as students acknowledge their accountability to God and form their lives according to his Word are they able to become all their Creator wants them to become and live lives of thankfulness and service.

# OVERVIEW

## 1. *What is Horizons Health?*

*Horizons Health* is a comprehensive health education curriculum for grades K-8. The series addresses the mental, emotional, social, and spiritual aspects of health as well as the physical. It helps students take responsibility for their health as individuals and as members of families and communities. It gives them opportunity to develop basic life skills — such as communicating, decision making, and resolving conflicts — in order to prepare them to meet the challenges of daily living. Its Christian perspective leads students to recognize that a healthy lifestyle is a lifestyle of obedience to God.

## 2. *How is the curriculum organized?*

*Horizons Health* is a flexible curriculum, organized into independent units. The units can be taught in any order, depending on your curriculum needs. Each unit focuses primarily on one or two main strands of the curriculum, with lesser strands integrated where appropriate. These are the eleven strands, which are addressed at each grade level:

Emotional/Mental Health	Nutrition
Social Health/Interpersonal Skills	Disease Prevention
Family Life/Human Sexuality	Safety and First Aid
Growth and Development	Substance Use and Abuse
Personal Health	Consumer Health
Community Health	

The scope and sequence chart shows the topics covered in each strand at this grade level and at the other grade levels of the series.

## 3. *Do concepts covered in health education overlap with those covered in other content areas?*

Because this is a comprehensive health program rather than a single-topic program, overlap unavoidably occurs in certain content areas. Health education, for example, teaches students about how their bodies work and how substance use and abuse, physical fitness, and nutrition can effect body structures and functions; however, structure and function of body systems may currently be taught in science. Schools may wish to integrate areas that overlap.

## 4. *What is the personal safety component of Horizons Health?*

At grades K-2 the safety unit includes a lesson on stranger education. In addition, at each level from kindergarten through grade 8 there is one lesson in the safety unit on preventing sexual abuse. In age-appropriate ways, each level deals with differentiating appropriate and inappropriate touch, developing self-protection skills, and identifying sources of help in case of abuse.

Since personal safety is a sensitive area, schools should inform parents about the content of these lessons. Clear communication not only creates trust within the community but also ensures that parents will support and reinforce personal safety concepts taught at school.

Before teaching lessons on personal safety, schools should also develop and adopt a protocol for dealing with suspected or reported abuse. Contact the provincial or state department responsible for child protective services to obtain information and copies of relevant laws. Schools interested in obtaining samples of school policy statements on child welfare that include a protocol for dealing with abuse should contact organizations like the Society of Christian Schools in British Columbia, 7600 Glover Road, Langley, British Columbia V2Y 1Y1.

### **5. *What is the sex education component of Horizons Health?***

Sex education is placed within the broader context of family life and human sexuality, one of the strands of the curriculum. Thus at every level *Horizons Health* deals with concepts relating to human sexuality. The grade 5 unit “Growing and Changing” deals specifically with the onset of puberty and the changes it brings.

### **6. *Is HIV/AIDS education included in the health program?***

HIV/AIDS education is integrated into the program as part of the disease prevention strand. At levels K-2 there are no HIV/AIDS-specific lessons; however, the broader health issues and concepts addressed at these levels—preventing communicable disease, the relationship between personal choices and health, and our God-given responsibility to honor and care for our body—establish the foundation for understanding HIV/AIDS-specific concepts at higher grades. At levels 3-6 students learn about AIDS and HIV in age-appropriate ways. Grade 5 material has a lesson on sexually transmitted diseases, including HIV/AIDS.

### **7. *How can schools best implement a comprehensive health education?***

Planning a strategy to implement the program is crucial for the curriculum to be effective. Three main areas to address are these: keeping parents informed and involved, assisting teachers with resources and training in specialized areas, and providing a school environment that supports the program.

First, parents need to be informed and involved. Because some topics covered in health are controversial, good communication is particularly important. Meeting with parents at the beginning of the year to discuss the content and goals of health education and sending letters home to inform parents about what students are learning and doing in *Horizons Health* (particularly in advance of lessons dealing with sensitive issues) are good basic strategies. Involving parents strengthens the program as health concepts learned at school are reinforced at home.

Second, schools need to provide teachers with resources and training. Many health education curricula have compulsory teacher-training sessions because of the special challenges

a comprehensive health education program presents. Some health topics have traditionally not been part of the school curriculum in a formal way, and few teachers have had courses in health education. Thus teachers need opportunities through workshops or in-service training to become comfortable in dealing with sensitive areas such as sexual abuse and substance abuse. In addition, they need resources to support the curriculum and to keep current on health issues. Local or provincial/state agencies and volunteer agencies (for example, the American/Canadian Red Cross or American/Canadian Lung Association) are sources of valuable assistance and offer a wealth of resources. In some cases, inviting experts into the classroom may be advisable.

Third, the total school environment should support the health curriculum and reinforce classroom lessons. Students learn in the classroom about eating snacks that are nutritious and “tooth smart,” but does the school ask students to take part in an annual candy sale to raise money for the school? Does the school library contain current materials about a wide variety of wellness issues? What does the climate of the school teach about interpersonal relationships, about living in community? Does the school community model what a Christian community should be? Health education cannot end when students step out of the classroom. Schools need to consider what kind of messages the total environment is sending.

# USING HORIZONS HEALTH

The curriculum consists of independent units that can be taught in any order. This flexible design makes it possible for you to choose segments that meet your curriculum needs and your time schedule. The unit summaries found at the beginning of each unit give a quick overview of the unit and help you decide which units or lessons to use.

There are approximately 50 lessons at each of the K-2 levels. With a time schedule of a 30- to 40-minute session for each lesson, *Horizons Health* requires daily sessions for 12 to 14 weeks (or 17-19 weeks teaching three sessions per week and 25-27 weeks teaching two sessions per week). An interdisciplinary program, health lends itself to integration with other subjects, such as Bible, language arts, music, art, science, and social studies. Suggestions for integration are included throughout the curriculum.

*Horizons Health* provides a carefully planned and comprehensive framework for teaching health education. It is meant to furnish guidelines and suggestions; it is not meant to prescribe each step of each lesson. You are the one to mold and adapt the material and translate it to fit your students and your community.

## Format, K-2

The units begin with an overview that includes the following components:

- A **Unit Summary** gives an “at-a-glance” list of lessons.
- **Goals** for the unit are outlined.
- The **Background** provides Christian perspective and/or helpful unit information.
- **Vocabulary** lists words students need to know to understand unit health concepts.
- **Unit Resources** offers suggestions of titles of organizations, books, kits, or audiovisuals helpful as teacher or student resources to support the unit as a whole.
- **Lesson Resources** suggests materials for specific lessons. Most of these resources are listed again in the lesson.

The lessons follow this format:

- **Preparation/Materials** lists what things are needed for the lesson and describes necessary preparations.
- **Objectives** for the lesson are outlined.
- **Background** appears in selected lessons providing specific information on health issues, alerting teachers to sensitive lesson topics, or providing Christian perspective.
- The **Lesson** offers a step-by-step outline. Each lesson ends with a suggestion for closing, providing an opportunity for reflection, self-awareness, summary, or evaluation.
- **Related Activities** presents additional suggestions for student activities, expanding or extending the lesson.

Masters for Teacher Visuals are located in the back of the Teacher Guide.



## Resources

Multimedia resources can significantly increase the impact of the health curriculum, and numerous suggestions for resources have been included. Few health education resources, however, are written from a Christian perspective. Careful screening is necessary before using resources in the classroom. In some cases, you may decide to use selected sections or perhaps to use the materials but add a critical evaluation.

The listings provide suggestions for resources, but keep in mind that the health field changes rapidly. So although we have included resources that were once available, you will need to re-examine and look online for sources to keep the curriculum up-to-date.

Many community and national volunteer health organizations offer educational materials in their special areas. These materials, which include kits, songs, videos, lesson plans, activities, posters, student booklets, or brochures for parents, are often available at minimal cost. Many of the materials produced by these organizations are listed in the Unit or Lesson Resources. A list of national health organizations is included at the end of the Introduction. Because new materials are constantly being produced, contacting these health organizations periodically will help you to tap an ongoing source of valuable resources.

## Music

Singing together is an activity that builds community. All take part; all share in creating a delightful whole. Singing encourages togetherness, and young children usually enjoy singing and love repeating favorite songs. At the K and 1 levels particularly, *Horizons Health* includes many suggestions for piggyback songs. In addition, a few songs are included in curriculum.

Singing to God is also a natural part of curriculum in the Christian school. God's people of all ages join voices in praise and thanks to God. At the K-2 levels of *Horizons Health*, we have suggested songs that fit with some of the lessons or units. The suggestions are from the following songbooks. If you wish to obtain copies of the books, order them from your local music supplier, directly from the publisher, or look online for available copies.

*The Children's Hymnbook.* by Wilma Vander Baan, Eerdmans, 1962.  
Look for copies available online.

*Proclaim Songbook 1 and 2.* Augsburg Publishing House, 1981.  
Look for copies available online.

*Psalter Hymnal.* Grand Rapids: Christian Reformed Board of Publications, 1986.  
Order from Faith Alive Christian Resources.

*Songs of God's Love: A Hymnal for Primary Children.* St. Louis: Concordia, 1999.  
Order from Concordia Publishing House.

*Songs to Grow on.* Kansas City, Mo.: Lillenas, 1980.  
Order from LifeWay.

# HEALTH EDUCATION RESOURCES

## **SHAPE America**

1900 Association Drive  
Reston, VA 20191  
800-213-7193

## **Canadian Association for Health, Physical Education, Recreation, and Dance (CAHPERD)**

<http://www.cahperd.ca/>

SHAPE America and CAHPERD are national organizations committed to promoting health and fitness through a wide variety of programs and publications.

## **Substance Abuse and Mental Health Services Administration**

600 Fishers Ln  
Rockville, MD 20857  
877-SAMHSA-7 (877-726-4727)  
<http://www.samhsa.gov/>

## **National Family Partnership**

2490 Coral Way  
Miami, FL 33145  
888-474-0008

## **Office of Disease Prevention and Health Promotion (ODPHP)**

<https://health.gov/>  
<https://www.healthypeople.gov/>  
<https://healthfinder.gov/>

The Office of Disease Prevention and Health Promotion (ODPHP) plays a vital role in keeping the nation healthy. They manage the three websites listed.

## **Parents Against Drugs (PAD)**

245 Lakeshore Dr.  
Toronto, Ontario  
M8V-2A8  
416-604-4360

Offers current information about drug abuse and a drug awareness.

**National Institute on Drug Abuse**

6001 Executive Boulevard, Room 5213

Bethesda, MD 20892-9561

<https://www.drugabuse.gov/>

Their mission is to advance science on the causes and consequences of drug use and addiction and to apply that knowledge to improve individual and public health.

**U.S. Department of Health and Human Services**

U.S. Public Health Service

Centers for Disease Control and Prevention, CDC

Adolescent and School Health

<https://www.cdc.gov/healthyyouth/>

1-800-CDC-INFO (800-232-4636)

Offers resource suggestions and updated information about HIV/AIDS.

# SCOPE AND SEQUENCE

	Growth and Development	Disease Prevention	Substance Use/Abuse
<b>K</b>	<ul style="list-style-type: none"> <li>• growth awareness • five senses and corresponding body parts • primary/secondary teeth</li> </ul>	<ul style="list-style-type: none"> <li>• germs and disease • preventing spread of germs • effect of smoke on lungs</li> </ul>	<ul style="list-style-type: none"> <li>• defining medicine • rule: only adults give medicine • consulting adult before using any unknown substance • choosing a smoke-free environment</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• review of five senses • naming external body parts • joints • four main organs: brain, heart, stomach, lungs • interrelationship of body parts • growth predictions • primary/secondary teeth</li> </ul>	<ul style="list-style-type: none"> <li>• defining communicable/noncommunicable disease • preventing spread of germs • immunizations • health checkups • effect of smoking on lungs</li> </ul>	<ul style="list-style-type: none"> <li>• differentiating drugs and medicines • symbols for hazardous substances • identifying some drugs</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• growth awareness • introduction to body systems • function and interdependence of senses • function and basic structure of eyes and ears • visual/hearing impairments</li> </ul>	<ul style="list-style-type: none"> <li>• disease symptoms • defining bacteria and viruses • how germs enter body • effects of nicotine, alcohol, and caffeine on body • identifying eye problems</li> </ul>	<ul style="list-style-type: none"> <li>• identifying common drugs: alcohol, tobacco, and caffeine • products containing caffeine • effect of caffeine on body • how nicotine enters the body • how alcohol affects physical reactions • differentiating prescription and over-the-counter drugs • reasons for using medicine</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• overview of body systems: skin, muscular, skeletal, digestive, respiratory, circulatory, nervous, excretory (main parts and interrelationships) • growth and development problems (special populations)</li> </ul>	<ul style="list-style-type: none"> <li>• communicable and chronic diseases • AIDS transmission through blood and hypodermic needles • immunizations, proper food storage, and cleanliness as ways to control disease</li> </ul>	<ul style="list-style-type: none"> <li>• defining terms • proper use vs. misuse of substances • influence of advertising on use of over-the-counter medicines • dosages • labels for information • tolerance and addiction • harmful effects of tobacco, smoking</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• miracle of life • hereditary factors • structure and function of blood • the immune system • hair, skin, and nails • structure and function of teeth • digestive system: parts of, process of digestion • cells/tissues/organs/systems • functions and kinds of cells</li> </ul>	<ul style="list-style-type: none"> <li>• care of skin • diseases of digestive system • lack of nutrients and disease • alcoholism • long term/short term effects of smoking • review HIV transmission through blood, needles</li> </ul>	<ul style="list-style-type: none"> <li>• review of terms: drugs, medicines, substance, prescription, OTC • side effects of medications • avoiding misuse of OTCs • harmful effects of tobacco, alcohol, marijuana, cocaine • defining alcoholism • refusal skills</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• respiratory system • variations in growth rates • endocrine system • physical, emotional, and social changes of puberty • reproductive system</li> </ul>	<ul style="list-style-type: none"> <li>• main classes of pathogens • chain of infection • some common communicable diseases • preventing respiratory diseases • sexually transmitted diseases, including characteristics, transmission, and prevention of HIV infection</li> </ul>	<ul style="list-style-type: none"> <li>• review of terminology • demonstrating effect of smoking on lungs • refusal skills</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>• fetal development • stages of life • processes by which cells receive nutrients and oxygen: diffusion, filtration, osmosis • review of main body systems, main parts and functions • hereditary and environmental factors • impairments</li> </ul>	<ul style="list-style-type: none"> <li>• preventing cardiovascular disease • risk factors of cardiovascular disease • diseases of muscular, skeletal, and nervous systems • hereditary and environmental factors in disease • alcoholism and cirrhosis • anorexia and bulimia • AIDS/HIV</li> </ul>	<ul style="list-style-type: none"> <li>• chemical dependency and its effects • steroids • results of substance use • societal pressure to use substances • resisting alcohol advertising • strategies for resisting pressure</li> </ul>
<b>7/8</b>	<ul style="list-style-type: none"> <li>• characteristics of stages of life • review of interdependence of body systems • changes of puberty • review of reproductive system • impairments • identifying learning styles</li> </ul>	<ul style="list-style-type: none"> <li>• biblical view of disease • lifestyle choices and disease • eating disorders • suntanning • sexually transmitted diseases, including HIV/AIDS • review reducing risk of communicable and acquired diseases • understanding reality of health problems</li> </ul>	<ul style="list-style-type: none"> <li>• alcohol, tobacco, drug abuse (student research) • decision-making and refusal skills</li> </ul>

	<b>Nutrition</b>	<b>Emotional/Mental Health</b>	<b>Social Health/Interpersonal Skills</b>
<b>K</b>	<ul style="list-style-type: none"> <li>• food for energy and growing</li> <li>• plant and animal food sources</li> <li>• eating a variety of foods</li> </ul>	<ul style="list-style-type: none"> <li>• created unique differences and similarities</li> <li>• main feelings</li> <li>• situations and feelings</li> <li>• responding to others' feelings</li> </ul>	<ul style="list-style-type: none"> <li>• minding manners</li> <li>• manners and feelings</li> <li>• listening to each other</li> <li>• ways to share</li> <li>• cooperating</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• food and body energy</li> <li>• five food groups</li> <li>• eating from all food groups</li> <li>• eating healthy snacks</li> <li>• diet and tooth health</li> </ul>	<ul style="list-style-type: none"> <li>• created unique alike and different</li> <li>• naming and exploring feelings</li> <li>• body language</li> <li>• dealing with feelings</li> <li>• ways to deal with anger</li> <li>• developing empathy</li> </ul>	<ul style="list-style-type: none"> <li>• purpose of good manners</li> <li>• practicing good manners</li> <li>• active listening steps</li> <li>• sharing</li> <li>• practicing cooperation</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• five food groups</li> <li>• limiting extras</li> <li>• daily serving requirements</li> <li>• balanced eating</li> <li>• cleanliness and food handling</li> <li>• eating breakfast</li> <li>• smart snacks for teeth</li> </ul>	<ul style="list-style-type: none"> <li>• identifying individual gifts/interests</li> <li>• blessing others with our gifts</li> <li>• review of main feelings</li> <li>• identifying a variety of feelings</li> <li>• feelings and actions</li> <li>• communicating feelings</li> <li>• developing empathy</li> <li>• saying no and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• communicating with others</li> <li>• developing social skills/manners</li> <li>• showing appreciation</li> <li>• helping others</li> <li>• active listening</li> <li>• selfish/unselfish attitudes</li> <li>• importance of cooperating</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• classifying foods</li> <li>• combination foods</li> <li>• define nutrients needed for growth, maintenance, repair of body</li> <li>• limited nutritional value of some foods</li> <li>• healthy snacks</li> <li>• diet and tooth decay</li> </ul>	<ul style="list-style-type: none"> <li>• self-awareness and acceptance</li> <li>• appreciating diversity</li> <li>• identifying and expressing feelings</li> <li>• emotions and body feelings</li> <li>• how feelings affect thoughts and actions</li> <li>• dealing with specific emotions: fear, hurt, anger, being left out</li> <li>• humor and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• developing friendships</li> <li>• factors that affect friendships</li> <li>• kinds of friendships</li> <li>• showing kindness toward others</li> <li>• laughing with, not at</li> <li>• active listening</li> <li>• resolving conflicts</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• six major classes of nutrients: fats, carbohydrates, water, minerals, vitamins, protein</li> <li>• function of nutrients</li> <li>• serving size</li> <li>• lack of nutrients and disease</li> <li>• good food, good times</li> </ul>	<ul style="list-style-type: none"> <li>• self-knowledge and knowledge of God</li> <li>• being saints and sinners</li> <li>• individual differences as part of God's plan</li> <li>• using gifts to serve</li> <li>• how others affect self-concept</li> <li>• showing appreciation for others</li> <li>• handling and expressing feelings</li> <li>• avoiding self-putdowns</li> <li>• making decisions</li> </ul>	<ul style="list-style-type: none"> <li>• belonging to groups other than family</li> <li>• showing respect for others</li> <li>• accepting differences</li> <li>• communication skills</li> <li>• working out problems in interpersonal relationships</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• review of main nutrients and their sources</li> <li>• vitamins, minerals, and their functions</li> <li>• function of water</li> <li>• individual nutrition requirements</li> <li>• nutrition deficiencies and health</li> <li>• influences on eating patterns</li> </ul>	<ul style="list-style-type: none"> <li>• growing up</li> <li>• identifying individual strengths</li> <li>• range of feelings</li> <li>• developing feelings vocabulary</li> <li>• ways of dealing with emotions</li> <li>• expressing feelings without blaming</li> <li>• overall wellness and emotions</li> <li>• dealing with anger in healthy ways</li> </ul>	<ul style="list-style-type: none"> <li>• wise ways in relationships (Proverbs)</li> <li>• forgiveness and maintaining friendships</li> <li>• respecting others</li> <li>• resolving conflicts</li> <li>• social skills</li> <li>• cooperative skills</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>• criteria for proper food selection</li> <li>• diet analysis</li> <li>• nutrients: carbohydrates, proteins, fats</li> <li>• reducing salt and sugar</li> <li>• results of unbalanced diet</li> <li>• eating disorders</li> </ul>	<ul style="list-style-type: none"> <li>• new life in Christ</li> <li>• patterns of life: inherited and acquired characteristics</li> <li>• handling ups and downs of feelings</li> <li>• interaction of feelings, thoughts, and actions</li> <li>• identifying and managing stress</li> <li>• recognizing influences</li> <li>• decision making and peer influence</li> </ul>	<ul style="list-style-type: none"> <li>• identifying social support network</li> <li>• factors that build up or break down relationships</li> <li>• erecting barriers: prejudice, discrimination, labeling</li> <li>• communication: basic elements, verbal/nonverbal, active listening</li> <li>• deciding to care about others</li> </ul>
<b>7/8</b>	<ul style="list-style-type: none"> <li>• proper nutrition and dieting</li> </ul>	<ul style="list-style-type: none"> <li>• identifying self as God's image bearer and God's child</li> <li>• being made new in Christ</li> <li>• self-talk and self-confidence</li> <li>• discovering, accepting, and developing gifts</li> <li>• using gifts to serve God/community</li> <li>• influence of media on self-concept</li> <li>• decision-making values/strategies</li> <li>• setting goals</li> <li>• developing study skills</li> <li>• being assertive</li> <li>• recognizing and expressing feelings</li> </ul>	<ul style="list-style-type: none"> <li>• biblical view of community</li> <li>• types of love</li> <li>• living in community</li> <li>• dealing with internal/peer pressure</li> <li>• using peer pressure positively</li> <li>• friendship</li> <li>• dealing with conflict</li> <li>• communication</li> </ul>

	<b>Family Life/Human Sexuality</b>	<b>Personal Health</b>	<b>Community Health</b>
<b>K</b>	<ul style="list-style-type: none"> <li>families—part of God's plan</li> <li>similarities/differences among families</li> <li>gender differences</li> <li>feelings and family</li> <li>our families and God's family</li> <li>dealing with death</li> </ul>	<ul style="list-style-type: none"> <li>good health choices</li> <li>dressing to stay healthy</li> <li>exercise and rest</li> <li>cleanliness and health</li> <li>care of teeth: brushing and checkups</li> </ul>	<ul style="list-style-type: none"> <li>health helpers</li> <li>smoke in environment</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>living things reproduce</li> <li>families—part of God's plan</li> <li>kinds of families</li> <li>contributing to family life</li> <li>family changes</li> <li>death and Christian hope</li> <li>Christian families in context of God's family</li> </ul>	<ul style="list-style-type: none"> <li>making healthy choices</li> <li>staying fit</li> <li>eating from all food groups</li> <li>tooth care: plaque, brushing, checkups, diet</li> <li>grooming and health</li> </ul>	<ul style="list-style-type: none"> <li>defining pollution</li> <li>causes of air pollution</li> <li>health helpers</li> <li>immunizations</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>families provide basic needs</li> <li>human sexuality, a gift of God</li> <li>exploring gender differences/similarities</li> <li>resolving conflicts</li> <li>family rules</li> <li>new beginnings and forgiveness</li> <li>family heritage and traditions</li> <li>dealing with death</li> </ul>	<ul style="list-style-type: none"> <li>good health habits</li> <li>keeping fit and active</li> <li>avoiding too much TV</li> <li>getting enough sleep</li> <li>eating a balanced diet</li> <li>eating healthy snacks and breakfast</li> <li>review of good grooming habits</li> <li>tooth care: brushing, flossing, snacks</li> </ul>	<ul style="list-style-type: none"> <li>noise pollution</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>God's law of love as the basis of family living</li> <li>depending on family members</li> <li>communicating in families</li> <li>living patterns and culture</li> <li>life cycle and the family</li> <li>sexual identity, an integral part of a person</li> <li>dealing with death</li> </ul>	<ul style="list-style-type: none"> <li>benefits of fitness</li> <li>being physically fit; flexibility, endurance, strength</li> <li>good posture</li> <li>oral hygiene</li> <li>eating healthy foods</li> <li>benefits of sleep</li> </ul>	<ul style="list-style-type: none"> <li>health agencies</li> <li>role of community workers in safety</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>institution of marriage/family</li> <li>responsibility and family life</li> <li>family and the wider community</li> <li>communicating</li> <li>death and dying</li> </ul>	<ul style="list-style-type: none"> <li>components of personal health</li> <li>building physical fitness</li> <li>importance of cleanliness</li> <li>posture</li> <li>sleep and rest</li> </ul>	<ul style="list-style-type: none"> <li>effect of contaminated food, water, air</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>wellness in family relationships</li> <li>family's impact on members' development</li> <li>foundation of marriage</li> <li>changes during puberty</li> <li>authority/freedom in family life</li> <li>coping with change in family life</li> <li>death and dying</li> </ul>	<ul style="list-style-type: none"> <li>concept of wellness</li> <li>review of personal health practices</li> <li>keeping a healthy balance</li> <li>inventory of health habits</li> <li>fitness and overall health</li> <li>exercise and respiratory endurance</li> </ul>	<ul style="list-style-type: none"> <li>air pollution</li> <li>water pollution and health</li> <li>community health resources</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>stages of life/development</li> <li>courtship, marriage intimacy</li> <li>beginning of human life</li> <li>fetal development and birth process</li> <li>being a Christian family</li> <li>societal pressures and family life</li> <li>changes in adolescence and family life</li> <li>death/dying</li> </ul>	<ul style="list-style-type: none"> <li>healthy lifestyle</li> <li>benefits/components of fitness</li> <li>weight, strength, posture, obesity, losing healthfully</li> <li>care of skin, eyes, and ears</li> <li>importance of sleep/rest</li> <li>oral hygiene</li> <li>personal cleanliness/disease prevention</li> <li>setting health goals</li> </ul>	<ul style="list-style-type: none"> <li>community problems caused by substance abuse</li> <li>treatment for alcoholism</li> <li>community health resources</li> </ul>
<b>7/8</b>	<ul style="list-style-type: none"> <li>family life</li> <li>sexuality vs. sex</li> <li>biblical view of sexuality</li> <li>myths of sex and sexuality</li> <li>changes in puberty</li> <li>chastity and abstinence</li> <li>healthy male-female relationships</li> <li>sexual abuse</li> </ul>	<ul style="list-style-type: none"> <li>healthy lifestyle choices</li> <li>influence of fashion on ideas of beauty</li> <li>dieting and health</li> <li>physical fitness and overall wellness</li> <li>review components of health fitness</li> <li>review personal hygiene concepts</li> </ul>	<ul style="list-style-type: none"> <li>community resources for getting help for substance abuse/other health problems</li> </ul>

**K**

	<b>Consumer Health</b>	<b>Safety/First Aid</b>
		<ul style="list-style-type: none"> <li>• rules and safety • poison safety • medicine and safety • traffic safety • strangers and safety • fire safety: basic rules • emergency phoning • appropriate/inappropriate touch</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• health checkups</li> </ul>	<ul style="list-style-type: none"> <li>• medicine safety • poison safety: basic rules and household poisons • safety and strangers • review of fire safety • car passenger safety • dealing with emergencies • appropriate/inappropriate touch</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• aid for visual and hearing impaired</li> </ul>	<ul style="list-style-type: none"> <li>• care of eyes and ears • review of stranger education • intro. to bike safety • review of fire safety • home escape plan • seatbelts • emergency phoning • preventing sexual abuse: appropriate/inappropriate/confusing touch • good and bad secrets</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• influence of ads on use of substances • labels as a source of information • reasons for using common health products</li> </ul>	<ul style="list-style-type: none"> <li>• risk-taking • bicycle safety • water safety • electrical appliances • preventing sexual abuse: appropriate/inappropriate touch, trickery, self-protection, sources of help • action plan for an emergency • first aid: scrapes, nosebleeds, burns, blisters</li> </ul>
<b>4</b>		<ul style="list-style-type: none"> <li>• accidents—emotional, decisional factors • review of basic safety rules • playground safety • bicycle safety • fire safety, flame hazards • home alone • preventing sexual abuse: definition, touch continuum, self-protection</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• advertising and food choices</li> </ul>	<ul style="list-style-type: none"> <li>• taking responsibility for safety of self and others • basic emergency first aid • rescue breathing • preventing sexual abuse: defining sexual abuse, saying no assertively, sources of help</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>• getting correct health care</li> </ul>	<ul style="list-style-type: none"> <li>• taking responsibility for safety of self and others • safety in extreme hot or cold weather • safety and natural disasters • review of basic safety rules • home hazard check • defining/preventing sexual abuse: • self-protection, sources of help</li> </ul>
<b>7/8</b>	<ul style="list-style-type: none"> <li>• evaluating advertisements • media sales techniques</li> </ul>	<ul style="list-style-type: none"> <li>• review of basic safety and first aid • responding in emergencies • preventing sexual abuse • identifying and practicing self-protection skills</li> </ul>





# Finding Out About Myself and Others

- Lesson 1: Each One Unique
- Lesson 2: I Feel... (2 Sessions)
- Lesson 3: Communicating Feelings
- Lesson 4: Developing Empathy
- Lesson 5: Saying No

## Goals

- Students will develop a healthy self-awareness.
- Students will develop respect for others' uniqueness and feelings.
- Students will develop their understanding of the role of feelings.
- Students will choose to express feelings in a healthy and responsible way.

## Background

Emotional and mental health is the focus of this unit. In it students examine the topic of feelings and recognize more clearly what prompts certain feelings. They learn about handling and expressing their emotions in healthy ways and how to respond in healthy ways to the emotions of others.

What are healthy ways for Christians to deal with emotions? Mary Vander Goot in her book *Healthy Emotions: Helping Children Grow* cautions against two extremes. On one extreme are Christians who promote the idea that good children will have only "nice" feelings. Much popular Christian literature and art promote this idea by picturing only smiling, sweet children. Vander Goot warns that "if we fall into the habit of thinking that pleasant emotions are good and unpleasant emotions are bad, and if we consequently elect to cover up negative emotions rather than attend to them, learn from them, and grow from them, we lose integrity and become emotionally artificial." Showing sadness, fear, or anger is not un-Christian. However, in reaction to this "saccharine" approach, some Christians have gone to the opposite extreme, maintaining that children should have the freedom to express whatever they feel. This approach is dangerously irresponsible. For although disturbing emotions should not be stifled or denied, randomly expressing emotions with no concern for others or failing to deal with their causes is also not healthy.

To deal with emotions in a healthy way we must recognize and express the rich variety of human emotions. But we must also learn to control our emotions, to act on them responsibly. Vander Goot puts it this way: "Although our emotions are woven in with our actions, they are counselors to our actions but not their dictators. Our emotions give us a strong sense of our condition; however, we must make insightful and responsible decisions when we act to alter our condition."

To stay emotionally healthy takes maintenance. Vander Goot singles out three goals to work toward: richness, fit, and control. The first goal, richness, means being able to express a wide variety of feelings. Many people live impoverished emotional lives. Although there are many reasons for this, sometimes family and societal patterns are the cause. Some families, for example, don't allow open expressions of appreciation, affection, or fear; society frowns upon men expressing fear or sadness and upon women expressing anger. A narrow emotional life has wide implications because it keeps us from understanding the emotions of others and thus affects our relationships with others. Fit, the second goal, has to do with how emotions connect with events. Emotions must be fitting; they need to be appropriate to an event. "A pleasant feeling in the face of a horrid event is false, and despair in the presence of great possibilities is equally false," comments Vander Goot. We have a choice as to how to express our feel-

ings. The goal is to work toward fitting emotions and fitting expressions of emotion. Control, the third goal, requires a purpose in life, something to give our lives direction. Only in the light of that purpose or commitment are we able to assess our emotional life and work toward reflecting that commitment in our emotions. The goal of control is not to stifle emotions, but to follow up on emotions “wisely so that our feelings, our relationships, our actions, and our perceptions move toward greater and greater integrity.”

Christ, whose kingly rule includes our emotional life, calls us to be his disciples, to live according to the laws of the kingdom of God. By God’s grace we can learn to become aware of the meaning of our feelings and to act on them in ways that lead us and our neighbors to emotional health.

## Vocabulary

Integrate the following suggested vocabulary:

unique	feelings	healthy	lonely	ashamed
create	right	emotions	jealous	disappointed
angry	wrong	joyful	worried	bless/blessing
sad	situation	calm	silly	body language
happy	dangerous	confused	excited	mean
afraid	surprised	loving	frustrated	embarrassed

## Unit Resources (Search online for similar resources if these are no longer available)

*All Together: Our Multicultural Community*. Kit. National Film Board of Canada, 1984.

This kit, which includes two filmstrips, audiocassettes (*All My Colours* and *All My Friends*) and a teacher guide, aims to develop tolerance and acceptance of differences both cultural and individual.

Borba, Michele and Craig. *Self-Esteem: A Classroom Affair*. Volumes 1 and 2. San Francisco: Harper, 1984 and 1985.

Contains ideas for activities and reproducible worksheets.

Canfield, Jack, and Harold C. Wells. *100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents*. Englewood Cliffs, N. J.: Prentice-Hall, 1976.

This classic contains suggestions for building an environment of positive support, increasing student self-awareness, and improving relationships with others.

Joose, Wayne. *The Christian’s Self-Image: Issues and Implications*. Occasional Papers from Calvin College. Grand Rapids: Calvin College, 1989.

A critical look at the self-esteem movement.

Meagher, Laura. *Teaching Children About Global Awareness*. Lexington, N.Y.: Crossroad, 1991.

Meagher offers valuable suggestions for promoting global awareness in children.

Prelutsky, Jack, compiler. *The Random House Book of Poetry for Children*. New York: Random House, 1983.

A good source of poetry that honestly expresses children’s feelings. Some suggestions: “Wrestling” by Kathleen Fraser, “Keziah” by Gwendolyn Brooks, “When I Was Lost,” by Dorothy Aldis, “Sulk” and “They’re Calling” by Felice Holman.

*The Pine Tree Club*. Videocassette. Grand Rapids: Pine Rest Life Enrichment Center, 1988.  
Intended for grades K-4, this 36-minute video teaches these rules of positive behavior: everyone is equal; it's o.k. to be different; respect others; say "no" when something is wrong; express feelings in a responsible way. To order, contact the Pine Rest Life Enrichment Center, 300 68th St. S.E., Grand Rapids, Michigan 49508.

Prutzman, Priscilla, and others. *The Friendly Classroom for a Small Planet*. Philadelphia: New Society Publishers, 1988.

This resource is put out by Children's Creative Response to Conflict, an organization with Quaker roots. It contains suggestions/activities for building community, learning to communicate, promoting self-awareness and empathy. Order from the publisher: P.O. Box 582, Santa Cruz, California 95061.

Sofield, Juliano and Hammett. *Design for Wholeness: Dealing With Anger, Learning to Forgive, Building Self-Esteem*. Notre Dame, Ind.: Ave Maria Press, 1990.

Written from Christian (Roman Catholic) perspective, this resource contains helpful background material for teachers.

Vander Goot, Mary. *Healthy Emotions: Helping Children Grow*. Grand Rapids: Baker, 1987.

Written from a solid Christian perspective, this resource is "about normal emotions of normal children." The author's purpose is to help adults deal effectively with children's emotions. In chapter 7, "Teachers and School," Vander Goot reflects on the way the school environment influences the emotional development of children.

*You, Me, and Others—Variety*. White Plains, NY: March of Dimes, 1985.

This resource, which is part of the March of Dimes' curriculum on genetics, has five lessons that explore variations among individuals: (1) "Is It Alive?" (2) "We Are Alike & Different," (3) "How Tall?" (4) "What Do I Like?" (5) "My Body." Suggested learning activities are listed for each grade level, and 5 activity masters are included. Contact the local chapter of March of Dimes to obtain the materials.

## **Lesson Resources** (Search online for similar resources if these are no longer available)

### **Lesson 1**

*Ideas, Thoughts, and Feelings*. Audiocassette. Educational Activities.

"I Like Me" and "I Don't Like Me" are two songs that tie in with the lesson.

*Lungs Are for Life - 2*. Kit. American Lung Association, 1983.

This kit includes a teacher guide, activity sheets, and two posters (one entitled: "Taking Off: Looking at Our Feelings"). Although the focus of the material is healthy lungs, the main concept of the opening unit, Getting to Know You, is self-awareness. Contact the local chapter of the American Lung Association to find out how to obtain the kit.

Sharmat, Marjorie. *Helga High-Up*. New York: Scholastic, 1987.

Helga the giraffe learns to appreciate herself.

Stouse, Karla F. *Different Is Kind of Nice*. St. Meinrad, Ind.: Abbey, 1987.

For grades 2 and up.

Spier, Peter. *People*. New York: Doubleday, 1980.  
Detailed illustrations picture the wide diversity of people.

## Lesson 2

Aliki. *Feelings*. New York: Greenwillow, 1984.

Berger, Terry. *I Have Feelings*. Human Science Press, 1971.  
A 40-page book exploring 17 different feelings and situations that evoke each. Photographs help children identify the feelings.

Cohen, Miriam. *Jim's Dog Muffins*. New York: Greenwillow, 1984.  
Jim feels sad when his pet Muffins dies.

Fernandes, Eugenie. *A Difficult Day*. Toronto: Kids Can Press, 1987.  
Melinda is feeling grouchy until her mother's freshly-baked cookies turn things around.

Fiday, Beverly and David. *Time to Go*. New York: Harcourt, 1990.  
A child sadly says goodbye to the family farm.

Kachenmeister, Cheryl. *On Monday When It Rained*. Boston: Houghton, 1989.  
A boy tells about what happened each day of the week, and photographs show how he felt each day.

Krasilovsky, Phyllis. *The Shy Little Girl*. Topeka, Kansas.  
Anne and Claudia who are both shy, become friends. It gradually becomes easier for them to join in with their classmates.

Moss, Marissa. *Regina's Big Mistake*. Boston: Houghton, 1990.  
Regina's feelings about a drawing assignment that goes wrong will be familiar to all children.

Murphy, Elspeth. *Sometimes I Have to Cry: Verses from the Psalms on Tears*. Weston, Ont./Elgin, Ill.: Cook, 1988.

\_\_\_\_\_. *Sometimes I Think "What If?" Psalm 46 for Children*. Weston, Ont./Elgin, Ill.: Cook, 1987.  
A child imagines a series of disasters but finds peace knowing that God is in charge and "right here."

Simon, Norma. *I Am Not a Cry Baby*. Niles, Ill.: Whitman, 1989.  
It's all right to cry because often there are good reasons for crying.

Tester, Sylvia. *Moods and Emotions*. Marvel Education.  
A set of 16 dramatic pictures portraying emotions such as love, joy, anger, fear, sorrow, satisfaction, frustration and protectiveness. Accompanied by a 40-page manual of suggestions for classroom use.

Viorst, Judith. *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. New York: Macmillan, 1972.

Williams, Marcia. *Not a Worry in the World*. New York: Crown, 1990.  
A lighthearted book that helps children laugh at some common worries.

### Lessons 3 and 4

Aliki. *We Are Best Friends*. New York: Greenwillow, 1982.

Borgeois, Paulette. *Franklin in the Dark*. Toronto: Kids Can Press, 1986.

\_\_\_\_\_. *Franklin Fibs*. Toronto: Kids Can Press, 1991.

Cohen, Miriam. *Jim Meets the Thing*. New York: Greenwillow, 1981.

DeJong, Meindert. *Nobody Plays With a Cabbage*. New York: Harper, 1962.

Greenfield, Eloise. *She Come Bringing Me That Little Baby Girl*. New York: Harper, 1990.

Grimes, Nikki. *Something on My Mind*. New York: Dutton, 1978.

Hayes, Sarah. *Mary, Mary*. New York: McElderry, 1990.

A little girl responds to a giant's loneliness.

Keats, Ezra Jack. *The Trip*. New York: Morrow, 1987.

Marshall, James. *What's the Matter With Carruthers?* Boston: Houghton, 1972.

Munsch, Robert. *Mortimer*. Willowdale, Ont.: Annick Press, 1983.

Murphy, Elspeth. *God Cares When I'm Feeling Mean*. Weston, Ont./Elgin, Ill.: Cook, 1985.

Schindler, Regine. *A Miracle for Sarah*. Nashville: Abingdon, 1985.

Sharmat, Marjorie. *Bartholomew the Bossy*. New York: Macmillan, 1984.

\_\_\_\_\_. *Attila the Angry*. New York: Holiday, 1985.

Simon, Norma. *How Do I Feel?* Niles, Ill.: Whitman, 1970.

\_\_\_\_\_. *I Was So Mad!* Niles, Ill.: Whitman, 1974.

Skorpen, Liesel. *His Mother's Dog*. New York: Harper, 1978.

Wittels, Harriet, and Joan Greisman. *Things I Hate!* New York: Human Sciences Press, 1973.

Zolotow, Charlotte. *The Quarreling Book*. New York: Harper, 1963.

\_\_\_\_\_. *The Hating Book*. New York: Harper, 1969.

\_\_\_\_\_. *It's Not Fair*. New York: Harper, 1976.

### Lesson 5

Berenstain, Stan and Jan. *The Berenstain Bears and the Double Dare*. New York: Random, 1988.

Hazen, Barbara. *Just Say No*. Golden Look-Look Books. New York, Western Publishing, 1991.

Murphy, Elspeth. *Sometimes I'm Good, Sometimes I'm Bad*. Weston, Ont./Elgin, Ill.: Cook, 1981.

# LESSON 1: EACH ONE UNIQUE

## Preparation/Materials

- For making silhouettes:  
 large sheet of black construction paper, one per student  
 large sheet of white construction paper, one per student  
 projector or other source of light  
 colored pencils or markers, class supply
- Songs of praise. (See step 5 for suggestions.)

## Objectives

- Students will recognize that God created each person unique.
- Students will identify their own unique gifts and/or interests.
- Students will recognize and appreciate the diversity of class members.

## Background

The self-esteem movement has been the center of vigorous debate in recent years. Floods of articles, books, and videos have been produced on the importance of a positive self-image and the disastrous results of a negative self-image. And Wayne Jooose, in *The Christian's Self-Image: Issues and Implications*, points out that Christians have climbed onto the self-esteem bandwagon. They see in the movement a syn-

thesis of biblical truth and psychological health that offers a long-overdue correction to the negative "such a worm as I" image of the self. Other Christians, however, resist promoting self-esteem. In their view, promoting self-esteem is promoting pride and ignoring "the worm"—the sin—in each of us. They charge that the self-esteem movement exemplifies the narcissism of North American culture.

Although clearly Christians must critically evaluate the self-esteem movement, there is little question that how children see themselves is extremely important. Educators have found a direct relationship between self-esteem and success in school. And health educators have found that children with poor self-concept are more likely to take part in unhealthy and risky behaviors. Teachers are abdicating their responsibility if they ignore the importance of self-esteem. Indeed, teachers along with parents are the ones chiefly responsible for shaping self-image in young children.

This lesson provides a framework for creating a classroom in which student differences are recognized and accepted. Tell students, "God created each of you in his image. You are God's child, and God loves you just the way you are."

.....

## Lesson

1. Open the lesson by telling students about a few activities you enjoy, or identify a few things that you're good at. Include at least one thing that you've enjoyed doing since you were young or one gift you discovered when you were young and then developed.
2. Have students work individually to identify and then to list specific activities they enjoy, skills they are developing, or things they're good at (for example, fixing things, making things, amusing younger children, singing, swimming, telling stories).
3. Make silhouettes of class members. Attach large sheets of black paper to the wall and use a projector or other source of light to project students' silhouettes onto the paper.



After tracing the silhouettes, have students cut them out and mount them on white paper. Next, ask students to refer to the lists they made in step 2, and write on the white background (in colored pencil or marker) the things they're good at or the activities they like.

Alternative option: outline each student's body on large sheets of butcher paper, and have students write the lists on the body shape.

4. **Circle talk.** Use the finished silhouettes and lists to spark a discussion of the uniqueness of each individual. Gather the class into an informal circle. Briefly talk about each silhouette and highlight one or two things about the person. In the discussion, review the following concepts: God created people in his image, and thus people have a special place in creation; according to God's plan, each person is unique, with individual characteristics, interests, skills, and gifts. God gives us unique skills and gifts so that we can bless others and serve God. Ask students to identify how their specific skills or talents could be a blessing to the class, school, or wider community. Note the connection between an individual's interests and the occupation he or she may choose later in life.

Display the silhouettes or body shapes in the classroom or school hallway.

5. Praise and thank God for creating us. Sing songs such as "Who Made Ocean, Earth, and Sky?" (*Children's Hymnbook*, 11), "There's No One Exactly Like Me" (*Songs to Grow On*, 57), "I'm Glad" (*Proclaim Songbook 1*, 14), "The Butterfly Song" (*Songs to Grow On*, 58; *Songs of God's Love*, 58), "In the Beginning" (*Psalter Hymnal*, 151).

6. **Closure.** Tell the class that this unit is called "Finding Out About Yourself and Others." Ask: "What did you find out about yourself today? What did you find out about others?"

.....

## Related Activities

1. Make a "What I Wish" audio recording. At a center, record children telling what they wish they could do and why. Let the class enjoy listening to the completed recording. Consider sharing the recording with another class.
2. Have students draw pictures of themselves doing a favorite activity. On the opposite side of the paper, they may draw a picture of a goal for the future, possibly related to their unique interest or skill.
3. Listen to the song "My Favorite Things" from *The Sound of Music*. Make up new verses listing favorite things of class members. ("Chocolate chip cookies and big red strawberries/sitting by campfires and listening to stories/birthdays and picnics and fun songs to sing/these are a few of my favorite things.")
4. Follow up on step 6 with a language arts activity. Provide one or more sentence starters for class members to finish. Examples:  
Today I learned ...  
I can bless others by ...  
(Name) can bless me by ...

## LESSON 2: I FEEL...

### Preparation/Materials

- Make two puppets for use throughout the year in health class. Sock puppets may be the easiest to make and manipulate. Use a different color for each puppet; add distinctive facial features and hair.
- Plan/practice a puppet script (see lesson steps 1 and 2).
- For student puppets:

#### Student Activity

Felt or midweight non-fusible (sew-in type) interfacing material such as Pellon, two 8" by 11" pieces for each student large-eye needles and #10 sewing thread or stapler

Make several cardboard patterns using the puppet shape on the activity page. Students trace the pattern onto their material and then cut out the two puppet pieces. If puppets are made of felt, have students sew the pieces together.

If puppets are of interfacing, either sew or staple the two sections together (a quick method, but success depends on staples and weight of material).

Have students decorate the puppets and add facial features. Glue fabric and yarn remnants on felt. Use colored markers to draw features on interfacing.

### Objectives

- Students will review four main feelings.
- Students will recognize that feelings are an important part of each person.
- Students will realize that feelings influence actions.
- Students will recognize that different people may feel differently about a particular situation.

### Background

Because puppetry is an ideal way to present many of the situations dealt with in health, we are suggesting that you make two "health" puppets, one boy and one girl. Try to create a distinctive personality for each puppet. Make the puppets into class friends, humorous or wise commentators, or cheerful comforters. And consider using them outside of health class to resolve problems that may arise between students. Of course, if you find puppets difficult to use, you may prefer to act out the scenes yourself or rely more heavily on children's literature.

As you teach these lessons on emotions, keep in mind that some people are more emotionally expressive than others. Children will also differ in their expressiveness, but typically they are not burdened with as many inhibitions as adults and feel freer to express their emotions. However, older children or adults who are uncomfortable with open expressions of fear or sadness may squelch this freedom, admonishing young children not to cry ("Big boys/girls don't cry") or not to be afraid ("Scaredy cat!"). Therefore stress that when something sad happens, it's fitting to cry and that when something scary happens, it's okay to be afraid.

One emotion that is particularly difficult to deal with is anger. Anger is a disturbing emotion. It's so disturbing that we tend to think of it as a purely negative and destructive. But anger has a positive side. Anger over unjust treatment, for example, can become a catalyst for change. Anger can move us to confront prejudice or demand justice. We know, however, that unbridled expression of anger, with no attempt at resolution, breeds more anger. And the Bible specifically warns about the destructiveness of runaway anger. We know, too, that repressed or unresolved anger simmering within can lead to actual physical illness. Thus, lead students to realize that it's okay to feel and express anger, but also help them to identify healthy and responsible ways of expressing anger.

.....

## Lesson (2 sessions)

1. Introduce the health puppets Chris and Alex (or other names of your choice). Review concepts of individual uniqueness covered in the previous lesson by having the puppets look out over the class and comment on the wonderful diversity they see. Then have them identify their own individual characteristics.

Script idea (substitute actual puppet colors, etc.):

Chris: I see you're bright blue with red eyes. Wow!

Alex: And you're all green. I like your black hair and orange eyes.

Chris: Well, we may be different colors, but we're both just plain socks.

Alex: Yeah, you're right. We're kind of alike. My hair is yarn—just like your yours is.

Chris (to the class): Can you see any other way we're alike?

Lead into the lesson topic by having the puppets remark that people are also alike in many different ways, and then ask the class to identify ways in which people are alike (include that all have feelings).

2. Review the four basic emotions identified on earlier grade levels—happiness, sadness, fear, and anger. Act out the feelings using Chris and Alex. Interrupt as narrator to give information about what's going on.

Script idea:

Chris is sitting on her front porch steps with her dog, Prince. She's having a good time blowing bubbles. Alex comes along and joins her.

Chris: Hi, Alex!

Alex: Hi, Chris! That looks like fun. Can I make bubbles, too?

Chris: Sure. Here you can use this bubblemaker. Look at all the colors in the bubble!

Alex: Hey, that's a huge bubble! Let me pop it. (He pops the bubble, and Prince gets excited and starts barking.)

Chris (blowing another big bubble): Prince, c'mon. Get it. Prince, come back here!

Alex, help me catch him. When he gets excited, he starts chasing cars. Oh no, he's running into the street. He'll get run over! (Chris and Alex run toward the street and catch the dog.)

Chris: Bad dog! You could have gotten killed! (Alex and Chris go back to the porch and settle Prince down.)

Alex (sadly): You know I had a dog. Not a big dog like Prince. Just a little dog.

Chris: I didn't know that. What was it called?

Alex: Muffie. It was a she. She was a little white dog.

Chris: What happened to her?

Alex: Well, when we moved into the apartment we couldn't keep her. We had to give her away.

Chris: You can come over and play with Prince if you like. Okay, Prince? Let's go in the backyard and throw the ball for Prince to fetch.

Alternative options: If you prefer, use only one puppet. Engage Chris in dialogue and have her tell you about what happened. Interrupt to ask questions, to make comments, or to ask the class how they think Chris was feeling. Or instead of using puppets, act out the situation yourself, taking on the role of Chris and changing the last part of the script so that Chris sadly remembers Muffie, a previous pet who was killed by a car.

3. Ask class members to identify the feelings of the puppets at various points in the narrative. (The happy and enjoyable feelings at the beginning of the dialogue change when the dog runs into the street. Chris is afraid that the dog will be run over, and she's angry at the dog. Alex is sad remembering the pet dog he used to have. Chris offers sympathy, and they both cheer up.) Spend some time talking about each feeling. Why did the characters feel the way they did? Ask: "Which feelings are pleasant? Which feelings do you think are unpleasant?" Note that anger may not be pleasant, but it's not wrong or bad to be angry.
4. Review the basic facial expressions and other body language that usually accompany each feeling. Ask volunteers to show (pantomiming only) how they might feel if they were
  - going on picnic.
  - trying to learn how to roller skate, but kept on falling down.
  - praised for doing a job well.
  - lost because they wandered away from parents at a mall or other public place.
  - told they couldn't go along with parents or siblings on an outing.
  - accidentally knocked down on the playground.
  - deliberately knocked down on the playground.
  - eating their favorite food.
  - blamed for something they didn't do.
  - being chased by a swarm of bees.
  - given a dollar by a family friend.

These are simple situations to evoke immediate responses; do the exercise quickly. Then have the class discuss the type of body language usually accompanying each feeling. Do we think about our body language or is it automatic? ("What do we do with our hands when we're mad? With our face? How do we act when we're afraid of something?")

5. Discuss how feelings influence actions. Refer to the situations in step 2 or step 4 and have students predict how feelings will influence subsequent actions. (Or ask: How did Chris's feelings for Prince influence her actions? How did they influence her offer to Alex?) It's important to make clear that even though feelings influence our actions, we are not free to let our actions blindly follow our feelings. We are to express feelings in a responsible way. For example, though it's not bad to get angry, we're not free to express our anger any way we want. For example, we aren't free to hurt others, break things, or disrupt the whole class.

6. **Student activity.** Help students make their own puppets, following the steps suggested in Preparations/Materials. Consider asking a parent or older student to assist with this activity. To save classroom time, you may wish to trace the patterns onto the material before class. Having a sample puppet for the class to use as a model will also be helpful.

Another option is to have the children sit in a circle and speak through their puppets to talk about feelings. Tell students: "Today we're talking about feeling happy, sad, afraid, and angry. What are some things that make us—and our puppets—happy, sad, afraid, and angry? Let's start by thinking about what makes us happy." Students can then take turns briefly introducing and showing their puppets to the rest of the class and then speaking through their puppets to complete the sentence "I feel (happy/sad/angry/afraid) when ...". If the class is small, go around the circle four times, once for each emotion; if the class is large, switch the emotion about every three to five students, and have each child complete a sentence for one emotion. At the beginning of the activity explain the rules: show respect by listening to each other, no put downs are allowed, and passing is each student's right. At the end of the activity give students who passed the opportunity to respond if they wish.

If time is limited, you may wish to have students in pairs informally use their puppets to act out situations in which one or more of the basic four feelings are expressed. Ask a few volunteer pairs to present their situation for the rest of the class.

Since the class will also be using the puppets in the next lesson, store them in a convenient location.

7. **Closure.** Reflect on the lesson with questions such as the following:
- "Was it hard for you to think about what to say with your puppet?"
  - "What were some similarities/differences in feelings?"
  - "Do our feelings change? Why do you think they change? Can you imagine what it would be like if our feelings never changed?"

Tell students that in the next lesson they'll be talking about feelings again and using their puppets again.



# LESSON 3: COMMUNICATING FEELINGS

## Preparation/Materials

- Obtain a story or poem about feelings or plan a puppet script in which one puppet feels left out.
- Student puppets from previous lesson
- Optional: Health puppet Alex
- Optional: chart paper

## Objectives

- Students will identify a variety of feelings.
- Students will identify ways to know how others are feeling.
- Students will practice asking about others' feelings.
- Students will understand the importance of communicating their feelings to others and to God.

.....

## Lesson

1. This lesson may be introduced in one of two ways. Read a story or poem in which the characters express one or more feelings associated with a basic feeling students have previously identified. For example, read a book in which the characters are lonely, jealous, hurt, or worried. Suggested titles:

*Time to Go* by Beverly and David Fiday or *Jim's Dog Muffins* by Miriam Cohen—sadness  
*Jim Meets the Thing* by Miriam Cohen or *Franklin in the Dark* by Paulette Bourgeois—fear

*His Mother's Dog* by Liesel Skorpen, *It's Not Fair* by Charlotte Zolotow or *She Come Bringing Me That Little Baby Girl* by Eloise Greenfield—jealousy

*The Trip* by Ezra Jack Keats or *We Are Best Friends* by Alike—loneliness

*Ira Says Goodbye* and *Lyle and the Birthday Party* by Bernard Waber—sadness and envy

Or use the puppet Alex to introduce a variety of feelings such as being disappointed, left out, worried, and hurt.

Script idea:

Alex is alone and moping in his backyard. ("I'm never going to ask Chris to come over and play again.") Encourage students to ask questions to find out about the situation. Alex explains that he asked Chris to come over and play and have lunch at his house. When they were playing a game together in the backyard, Jamie came over and before long Chris went off to play ball with Jamie.

Ask students to identify the main character's feelings in the story or puppet play. Explain that we have many feelings besides happiness, anger, fear, and sadness.

2. Encourage the students to name as many other feelings as they can come up with. Write the words on the board or on a chart. If possible, note which of the main feelings each feeling is associated with. To help students, you may wish to briefly suggest situations in which these feelings may occur.

Suggested feelings to include:

calm	embarrassed	worried	loving	disappointed
confused	silly	ashamed	joyful	frustrated
lonely	surprised	mean	excited	jealous

(Be sure to include the first two words on the list because they appear on the student activity of Lesson 4.)

Keep the chart of words to use in language arts activities.

- Discussion.** Briefly recall the connection of facial expression and other body language to feelings. Explain that usually people can guess our feelings by looking at us and listening to us, and sometimes we can guess other people's feelings by looking at them and listening to them. But sometimes it's not so easy to tell. Ask: "How can others be sure they know what we're feeling? Or how can we be sure we know what others are feeling?" (By asking.)

Talk about the importance of sharing ourselves with others: "When we're excited or happy about something, telling others often adds to the happiness and makes others happy, too. And when we're unhappy, telling others (parents, other family members, good friends) often helps us feel better. God created us this way; God created us to live with others and share ourselves with others." Stress the importance and the comfort of talking to God about our feelings when we pray.

- Student activity.** Have the class use the puppets they made in Lesson 2 to act out situations reflecting a variety of emotions. Divide the class into pairs or small groups for the activity. Give each group a feeling or situation to act out for the rest of the class. Give them time to practice their presentation. The rest of the class guesses and then asks what the feeling is. Or refer to the story or puppet skit used at the beginning of the lesson. Have students act out different ways for the main character to deal with the situation.

Collect the puppets and keep them for use in subsequent health lessons.

- Closure.** Summarize and evaluate with questions such as the following:
  - "How many different feelings can you name?"
  - "How do we know how another person is feeling?"
  - "What's good about sharing our feelings with others?"
  - "Why should we to talk to God about our feelings?"



.....

## Related Activities

1. Make an audio recording of the step 1 story (or another story in which feelings are described or expressed) for a center. Students can listen to the story and follow along in the book or use their puppets to act it out.
2. Read verses from the Psalms to show how David or other psalmists talked to God about their feelings. (In Psalm 142, for example, David is tired and lonely and tells God about his trouble.) Or read a book from the series *David and I Talk to God* by Elspeth Murphy.
3. Write the new feelings words and their definitions on separate sets of tagboard cards. Use the cards for various center activities such as matching exercises and filling in missing words in sentence strips.
4. Tap the wide variety of children's literature on the subject of emotions. Make books about feelings available in the class library or reading center. Read some of these suggested titles with the class:  
*God Cares When I'm Feeling Mean* by Elspeth Murphy  
*Bartholomew the Bossy* and *Attila the Angry* by Marjorie Sharmat  
*A Miracle for Sarah* by Regine Schindler  
*Things I Hate!* by Harriet Wittels and Joan Greisman  
*The Hating Book* and *It's Not Fair* by Charlotte Zolotow  
*I Was So Mad!*, *How Do I Feel?*, and *I Am Not a Crybaby* by Norma Simon  
*Nobody Plays With a Cabbage* by Meindert DeJong

# LESSON 4: DEVELOPING EMPATHY

## Preparation/Materials

- Student Activity
- Paper fasteners, one per student
- Piece of string or yarn about 8" long, one piece for each student
- Provide pictures of children in a variety of situations (sick in bed or with limb in a cast, sitting alone on steps or swing, running away from something, flying a kite). If possible, have one picture for every pair or group of students.
- Write the poem "Changing" on chart paper.
- Optional: props for student roleplays

## Background

Only as children mature both intellectually and emotionally can they begin to see a situation from another's point of view. "One way," says Mary Vander Goot, "to encourage children to take social responsibility for their own actions is to teach them to identify the consequences of their emotional expressions on others." Encouraging empathy is the best way to help students learn to be considerate of each other. As you discuss various situations in this lesson, help students consider how they would feel if they were in a similar situation and how they would like to be helped or treated.

## Objectives

- Students will develop empathy for others.
- Students will identify ways to respond to others' feelings.

.....

## Lesson

1. **Student activity.** Ask students to cut out the circle and pointer and attach the pointer in the center of the circle with a fastener. Help children identify the feeling each picture depicts starting at the top and moving to the right: feeling afraid, happy, sad, calm, upset or angry, and confused).
2. **Discussion.** Gather students into a discussion circle. Each should have the completed feeling circle in hand. Ask students to show on their circles how they feel right now. Give volunteers opportunity to talk about why they feel the way they do. (Be sensitive to students' right to privacy during this activity.)

Then show pictures of children in a variety of situations. After showing each picture, have students individually decide how the pictured child is feeling and locate the feeling on the circle. Did the class agree on the way the pictured child is feeling? Why or why not? Ask: "How do you think you might feel in that situation?" Then together explore some ways others could help the person feel better or could share someone's happy feelings.

3. **Roleplay activity.** Divide the class into small groups, and have groups roleplay responding to others' feelings. Assign each group one of the situations discussed in step 2. If possible, give each group a picture of the situation they are to act out. Consider making some simple props available to add to the enjoyment. After each roleplay, ask the rest of the class if they can think of other ways to respond to those in the situation pictured.

4. Have students attach a piece of string or yarn to their feelings circles and use masking tape to hang the circles from their desks or tables. During the day refer to the circles at appropriate times to reinforce or review unit concepts.
5. Read and discuss the poem “Changing” by Mary Ann Hoberman. Put up a chart of the poem, so students can follow along as you read.

**Changing**

I know what *I* feel like:  
I'd like to be *you*  
And feel what *you* feel like  
And do what *you* do.  
I'd like to change places  
For maybe a week  
And look like your look-alike  
And speak as you speak  
And think what you're thinking  
And go where you go  
And feel what you're feeling  
And know what you know.  
I wish we could do it;  
What fun it would be  
If I could try you out  
And you could try me.

Lead students to understand how changing places with someone else for a week might not only be fun, but might change our feelings about the person and the way we treat that person. Talk about God’s command to love your neighbor as ourselves. Close the lesson with this question: “How could changing places help us to love others as ourselves?”



**Related Activities**

1. Tell Bible stories that illustrate showing how Jesus responded to others. For example, tell the story of Zaccheus (Luke 19:1-9) or one of the many healing stories.
2. Have the class memorize the poem “Changing” or recite it as a choral reading.
3. Read stories that tie in with the lesson. Two suggestions: *What’s the Matter with Car-*
4. *ruthers?* by James Marshall and *Mary, Mary* by Sarah Hayes.
4. Sing songs about loving others. Suggestions: “Love God With All Your Soul” (*Children’s Hymnbook*, 169), “We Love” (*Proclaim Songbook 1*, 39), “Lord, I Want to Be a Christian,” verses 1, 2, and 4 (*Psalter Hymnal*, 264; *Proclaim Songbook 1*, 40).

# LESSON 5: SAYING NO

## Preparation/Materials

- Health puppet (Alex)
- Story on lesson topic to read to the class
- Student Activity

## Objectives

- Students will identify feelings accompanying peer pressure.
- Students will choose to say no when something is harmful or wrong.

## Background

This lesson explores feelings that arise when others want us to do something that we don't think we should do. Help students recognize the conflicting emotions that these situations cause and the importance of saying no to harmful peer pressure.

.....

## Lesson

1. Interact with the puppet Alex as he describes a situation in which Chris exerted pressure to try to make him do something dangerous—for example, tasting pills from a bottle standing on the kitchen counter or eating berries from a bush growing in the park. Script suggestion:

Alex: I don't know if I should tell you this, (name of teacher). I think I will though. Something happened yesterday, and Chris is mad at me.

Teacher: What happened?

Alex: Chris and I were playing. Chris picked some berries from a bush and pretended to cook them, but she wanted me to really eat them.

Teacher: What did you do?

Interrupt the conversation and elicit from the class how Someone being pressured may feel (worried that the other person will be mad at them or they'll spoil the game if they say no; afraid of what will happen if they say yes). If you wish, have them use their feelings circles to show how they would feel in the situation. Then have Alex finish telling about the incident.

Alex: I know eating berries can be dangerous. They might be poisonous. So I said no. But Chris was upset and said I wasn't any fun to play with. She went home.

Ask: "What might have happened if Alex hadn't had the courage to say no?"

Alternative option: have students act out the situation described in the puppet script.

2. **Discussion.** Follow-up with a discussion of saying no when something is dangerous and also when something is wrong (stealing or breaking others' belongings or joining others to tease another classmate are appropriate situations to discuss at this age level).

Play a game “I Can Say No.” Describe various situations, and ask students how they would respond.

- “You and your friend are in the candy store. You really want some Gummi Bears, but don’t have enough money with you. Your friend whispers, ‘Just put them in your pocket, no one will know.’ What do you say?”
- “On the playground a group of kids are teasing someone you don’t like very well. Your friend runs to join them saying, ‘This is our chance to get even for all the rotten things he’s done to us.’ What do you say?”
- “You and your friend find a really neat toy on the playground at recess. You know it belongs to Jane, but she has already gone inside. Your friend picks it up and says, ‘Finders keepers, losers weepers.’ What do you say?”
- “You are quietly sitting and eating your lunch. Today you have your favorite dessert. Just as you are about to bite into it, a fifth grader sits down next to you and says, ‘Hand it over.’ What would you say?”

In your discussion stress that God created us so that we can choose. Making right choices can help keep us and others safe. And doing what is right, obeying God, is more important than what others think of us. Assure children, though, that when we do make a wrong choice or do something wrong, God forgives us if we’re sorry and helps us do better the next time.

3. **Student Activity.** Students are to tell how to say no when something (1) is wrong, (2) is dangerous, (3) might hurt another, or (4) might harm their body in some way. Briefly talk about these four categories. How would answers be different? The same?

If creating the sentences is difficult for your class, consider brainstorming possible sentences, writing them on the board, and then having students choose which sentences they wish to write down.

The sentences should have an assertive tone but not be rude or combative.

Give students time to write about a time when they said no.

4. **Closure:** “Why is it hard to say no sometimes? What is the difference between saying ‘I can’t’ and ‘I won’t?’” (Explore when each response is appropriate.)

5. **Unit closure.** End the unit with a lively, affirming activity. (The first two suggestions are adapted from *Friendly Classroom for a Small Planet*.)

- *Here’s a Clap.* The class focuses on each child by turn with the following chant:  
Here’s a clap ‘cause we’re glad you’re here. (clap)  
Here’s a clap for a special kid. (clap)  
Here’s a clap for (name). (applause)
- *Word Tickler.* When children say positive things about each other, they “tickle” each other with words. Students can pair up for the exercise, taking turns saying three nice

things about each other. (Stress these should be honest, positive comments.) Or, if the class is very comfortable with this type of exercise, gather the children in a circle and have each child say something positive about his or her neighbor.

- *Good Things*. Sit in a circle. Ask each student to share a positive experience of the last few days or one thing he or she liked about the unit. (Don't discuss during the sharing; and be sure students feel free to pass.) After going around the circle, talk about similarities in the experiences.
- Sing "There's No One Exactly Like Me" (*Songs to Grow On*, 57) or "The Butterfly Song" (*Songs to Grow On*, 58; *Proclaim Songbook* 1, 14; *Songs of God's Love*, 58).



### Related Activities

1. Tell Bible stories that relate to the lesson theme: Noah building the ark, Joseph in the house of Potiphar, Daniel and his three friends at the court in Babylon. However, bear in mind that the Bible also has stories of those who failed under similar pressure: Abram passing off Sarai as his sister, Aaron building the golden calf, and Peter denying Christ.
2. Students can use the puppets from the previous lesson to act out the Chris and Alex situation or the story they read in step 3.
3. Read a story to the class or tell a true story that reinforces lesson concepts. Two book suggestions are *The Berenstain Bears and the Double Dare* by Stan and Jan Berenstain and *Just Say No* by Barbara Hazen.